

CLARIFICATION: COMMUNICATION PROVISIONS ON BEHAVIOR OR ACCOMMODATION PLANS

Diana Browning Wright

Why is this important? High quality communication provisions lead to:

- Accountability
- On-going monitoring
- Achieving maintenance of staff effort
- Student achievement of desired outcomes
- Effective teaming
- Aids consultants in assessing fidelity of implementation
- Aids teams in measuring response to intervention
- What gets measured and what gets communicated, gets implemented!

Excellence = A two point response fully demonstrates the 5 elements

I. TEAMING EVIDENCE---2 way communication - The key specific information exchanged between designated team members

- Type of responses are specified to be given to designated team member(s) and key specific information on how they should respond BACK to the team member(s)

II. WHO---Specific stakeholders in the exchange(s)

- Parties that serve different functions are considered: monitoring, informing, debriefing with student or staff members on next steps, providing reinforcement to staff or student, or providing consequences for misbehavior. Students can also be an important stakeholder with specific responsibilities in the exchange.

III. WHAT---Content of the communication

- What receiving parties need to know in order to provide feedback

IV. HOW---Manner of communicating

- Method used to get specific information reliably to the receiving parties
 - **Oral reporting:** either structured or unstructured: in person, phone conversation, phone messages, text messages, email, posted, referencing data forms or not
 - **Written reporting:** either structured or unstructured: narrative, daily report cards, other forms,

V. WHEN---Frequency of communication

- Each communication provision between multiple parties can have the same or different frequencies

JOHN

John is being taught to negotiate for a break during math rather than refusing to work in order to escape work he finds difficult or frustrating.

Activity 1: Read the example communication component statement below. This example specifies 1. two way communication, 2. who participates, and 3. what is communicated. Identify which additional components are missing and would be necessary for a complete, well written communication section of a behavior plan.

1. **Outgoing Exchange:** Ms. Wright (teacher) will provide behavior data sheets on John's use of negotiation skills to earn a break and his on-task behavior in math class to Mr. Jones (counselor). See the data sheet designed by the Behavior Committee attached to this plan. If John has had an episode of task refusal, this will also be communicated to Mr. Jones.
2. **Return Exchange:** Mr. Jones (counselor) will provide feedback to Ms. Wright (teacher) on John's response during counseling session to his review of the data sheets. If John has had success using the replacement behavior, the feedback will be about how he felt about earning the reinforcer and being successful in math. If John has exhibited problem behavior, the feedback to Ms. Wright will be about any future environmental/curriculum changes to consider to assist John in completing his work.
3. **If/Then Additional Team Member Exchange:** If John has three or more task refusals lasting 5 minutes or more in a week, Mr. Jones will also send record sheets to Ms. Bartz (principal) and John's parents.

Activity 2: Partial Practice: Modify the above communication statement to further clarify how and when the exchange will occur.

Record your suggested additions to John's BSP communication component here:

Activity 3: Independent Practice: Write a high quality communication component from the following scenario.

GAIL

Gail is a 6th grade student who receives off-campus mental health services as well as school counseling to address self-esteem and depression. She seldom interacts with peers, but is beginning to do so during free time in the classroom at the end of each day. She makes self-deprecating comments approximately once or twice a week ("I'm so stupid! I wish I were dead!") It is hypothesized by her team that this occurs in order to gain staff attention and sometimes assistance with difficult work. It is also recognized that these statements are related to depression currently receiving treatment.

At the team meeting to develop a behavior plan, the following team meeting notes were recorded:

- Her parent (Ms. Adams) requested a Daily Report Card.
- Her teacher (Mr. Stern) revealed that he has taught Gail to record her own interactions with peers and to attempt 2-3 verbal exchanges per day.
- Gail revealed she enjoys the charting and finds it motivating.
- Her school counselor (Mr. Janes) stated he wants to be appraised of her progress in therapy. He also stated that her therapist (Mr. Freud-not present) told him in an earlier communication that he wants to know if participation with peers is increasing and if self-deprecating comments are decreasing. Ms. Adams concurred.
- The principal (Ms. Smith) and psychologist (Ms. Peachy) want to know if Gail really is attending counseling sessions, and want to know immediately if Gail has two or more days with no peer interactions. Ms. Adams agrees this communication should be provided and signed an informed consent for exchange of information between school staff and therapist for these two specific exchanges, as well as any therapist recommendations in response to school behavior. Ms. Adams has requested a copy be provided by the school should this occur.
- The principal (Ms. Smith) stated she would like an IEP meeting called if any staff member feels the problem behavior is getting worse. (Hint: you will need to specify exact behaviors that would trigger this meeting, who will communicate what to Ms. Smith so she can call the meeting in your communication provision.)

Record your suggested communication components for Gail's behavior plan on the back of this page.